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| Key Issue | Meadows Primary School 2016-17 Pupil Premium Action Plan |
| | Meadows Primary School has been allocated £128,080 pupil premium grant. 94 pupils are eligible for the deprivation grant £124,080. £1,320 per pupil. (This is based on the LA Schools Version PPG Allocation 2016-17) We now have 103 pupils eligible for funding so the extra 9 are without (difference of 9 pupils is £2700) EYFS funding Service 3 pupils £900 £300 per pupil LAC 1 pupil £1,900 CIC 1 pupil £1,900 26% of school population are PP children 108/410 pupils |
| Priority | To ensure that the school gap is closed in attainment for pupils in receipt of pupil premium. To ensure that pupil premium pupils have an attendance of 97%. To ensure that pupil premium pupils have regular access to individual reading sessions with an adult to ensure that 70% or more disadvantaged pupils meet the expected standard in phonics in Y1. |
| Overarching Success Criteria | The attainment gap between pupils who are in receipt of pupil premium and those who are not will be closed by the end of Summer 2017 in Reading, Writing and Numeracy. |

| Objective | Actions | Timescales | | Success Criteria (Impact on learning outcomes) | Monitoring activity | Governor monitoring for evaluation | Key/ Governor Questions: |
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| | | From | To | | | | |
| To ensure that all PP pupils receive quality first teaching that is pitched accurately to their learning needs providing appropriate challenge and to allow progress to be made | <ul style="list-style-type: none"> RAP is established and actioned Phase leaders and teachers are held accountable for attainment and progress of pupils in their phase PP pupils named on literacy/Numeracy/ Guided Reading planning Targets are set for PP pupils that are aspirational, yet achievable Assessment data is used accurately to track the progress and attainment of PP pupils Close the Gap marking is used effectively to provide appropriate feedback to extend learning PP pupils are named on all planning Model and support learning | Sept 2016 - | July 2017 | <ul style="list-style-type: none"> 100% of teaching for PP is quality first teaching Teachers and TA`s to know who the PP pupils are in the phase/class Pupils receive quality feedback to support learning | Monitoring of PP books Pupil progress meetings to take place ½ termly and focus on PP pupils | Termly report to Governors on the impact of PP work and spending | Is the school identifying its vulnerable groups and pupils? Who are they and which group is most vulnerable? |
| To raise attainment in year 1 so that 100% of pupils achieve the expected level and 60% of children exceeds the expected level by July | <ul style="list-style-type: none"> Teachers to plan and TA`s as well as T`s to deliver appropriate interventions, time limited and evidence based. DH to assess data and work with JR, HLTA to identify pupils who require additional support (including SEN) Teachers and TA`s plan and deliver appropriate work to small groups of | Sept 2016 - | July 2017 | <ul style="list-style-type: none"> Progress is evident for PP pupils Impact of intervention is seen in class Pupils are confident to work independently | DH to monitor data of PP pupils Pupil progress meeting held ½ termly to focus on PP pupils | Termly report to Governors on the impact of PP work and spending | Is tracking of PP in place and how is this monitored? How does the progress and attainment of PP pupils compare to |

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| 2016/17 in reading, writing, and maths. | <ul style="list-style-type: none"> identified children both in school time and out. (After school booster groups) DH, JR, HLTA to monitor effectiveness of provision and measure the impact 1:1 provision is given to targeted pupils | | | | | local and National? |
| To accelerate the progress and raise attainment for the higher ability PP children in reading, writing and maths across the school so that the attainment gap closes with the non PP children. | <ul style="list-style-type: none"> Teachers to plan and deliver appropriate interventions for children who are working below ARE-supported by TA's. Teachers and TA`s plan and deliver appropriate work to small groups of identified children both in school time and out. (After school booster groups-taking place in the Spring term) DH, JR, HLTA to monitor effectiveness of provision and measure the impact 1:1provision is given to targeted pupils Teachers to use Blooms higher level questions to deepen pupils thinking and knowledge | Sept 2016 - July 2017 | <ul style="list-style-type: none"> Progress is evident for PP pupils Impact of intervention is seen in class Pupils are able to reason Pupils are able to apply learning and work independently | DH to monitor data of PP pupils Pupil progress meeting held ½ termly to focus on PP pupils | Termly report to Governors on the impact of PP work and spending | Is tracking of PP in place and how is this monitored? How does the progress and attainment of PP pupils compare to local and National? |
| In EYFS to ensure that 90% of PP children achieve at least expected levels in understanding and 85% achieve at least expected levels in maths in line with non PP children. | <ul style="list-style-type: none"> Teachers to plan daily maths lessons using Numbers and patterns. Teachers to baseline assess pupils and identify gaps in their understanding. Teachers to plan daily lessons to accelerate pupils learning | Sept 2016 - July 2017 | <ul style="list-style-type: none"> Children are able to work confidently and independently Children are able to apply their learning to solve problems | Class teacher to monitor effectiveness Pupil progress meeting 1/2 termly to monitor progress | Termly book scrutiny Phase book scrutiny | What is being done to improve or accelerate the learning of PP pupils? |
| To raise attainment in phonics in year 1 with 90% of children achieving the expected level. | <ul style="list-style-type: none"> To provide additional support for Y1 pupils including PP pupils by setting for phonics and delivering first quality lessons. To enable smaller teaching groups to raise attainment for PP pupils To narrow the attainment gap between PP pupils and Non PP pupils | | <ul style="list-style-type: none"> PP pupils make accelerated progress Attainment gap is narrower compared to local and national PP pupils | KS1 phase leader to monitor progress and attainment ½ termly pupil progress meetings | Termly book scrutiny Pupil progress meetings Phase book scrutiny | Has the additional support been successful in raising standards in Y1? |

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| | | | <ul style="list-style-type: none"> Pupils are able to apply phonic knowledge | | | |
| To ensure that all pupils in Year 2 achieve the expected level in phonics to close the gap with non PP children. | <ul style="list-style-type: none"> Quality first teach - the more experienced teacher teaching the most challenging groups. Daily phonics Additional focused phonics Identify gaps Parent workshops to inform parents | Sept 2016 - July 2017 | <ul style="list-style-type: none"> Interventions are of a high quality PP pupils make accelerated progress Interventions quickly raise standards and children are on target | DH to monitor the data with phase leader | <p>Termly book scrutiny</p> <p>Phase book scrutiny</p> | Have interventions been successful in raising standards? |
| To close the gap between disadvantaged pupils and non - disadvantaged pupils across school in Reading, Writing and Numeracy (combined) | <ul style="list-style-type: none"> Quality first teach Teachers to plan and TA`s to deliver appropriate interventions, time limited and evidence based. DH to assess data and work with JR, HLTA to identify pupils who require additional support (including SEN) Teachers and TA`s plan and deliver appropriate work to small groups of identified children both in school time and out. (After school booster groups) DH, JR, HLTA to monitor effectiveness of provision and measure the impact 1:1 provision is given to targeted pupils Model and support learning | Sept 2016 - July 2017 | DH to monitor data of PP pupils Pupil progress meeting held $\frac{1}{2}$ termly to focus on PP pupils | | Termly report to Governors on the impact of PP work and spending | Is tracking of PP in place and how is this monitored? How does the progress and attainment of PP pupils compare to local and National? |
| To continue to close the gap in Year 6 in Reading, Writing and Numeracy. | <ul style="list-style-type: none"> To provide additional support for Y6 pupils including PP pupils - 1.1 support Introduce a reading challenge After school library session Book review competition | Sept 2016 - July 2017 | <ul style="list-style-type: none"> PP pupils make accelerated progress Attainment gap is narrower compared to local and national PP pupils | KS2 phase leader to monitor progress and attainment $\frac{1}{2}$ termly pupil progress meetings | Termly report to Governors on the impact of PP work and spending | Has the additional support been successful in raising standards in Y6? |

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| <p>To ensure that PP pupils have access to Pastoral support</p> | <ul style="list-style-type: none"> To provide support for vulnerable pupils To provide counselling for pupils with additional needs To monitor attendance of PP pupils and others TAC process used to identify pupils for breakfast club, after school support, walking bus. Provide adult learning for parents on a range of subjects | <p>Sept 2016 - July 2017</p> | <ul style="list-style-type: none"> Raise attainment and accelerate progress by removing barriers to learning Parents are involved in family learning | <p>JR to monitor</p> | <p>Termly book scrutiny</p> <p>Phase book scrutiny</p> <p>Pupil progress meetings</p> | <p>How does the school work with parents and carers to help them support their children's learning?</p> |
| <p>To ensure that PP pupils have access to all school activities including after school clubs, educational visits, extra-curricular lessons e.g. music</p> | <ul style="list-style-type: none"> To ensure equal opportunities for learning To provide financial support for pupils who would like to join a club, music lesson, Arthog, 2016 Shakespeare Festival. | <p>Sept 2016 - July 2017</p> | <ul style="list-style-type: none"> PP pupils are confident and enthusiastic | <p>JR to keep a register of activities taken up by PP pupils</p> | <p>Termly report to Governors on the impact of PP work and spending</p> | <p>Have all PP pupils had access to after school clubs, music lessons and educational visits?</p> |
| <p>To ensure that whole school attendance is 97% with no gap between Pupil premium and non-pupil premium by the end of 2016/17.</p> | <ul style="list-style-type: none"> Implement Action plan with EWO and attendance panel Continue to implement the following: First day calling with follow up Letter to parents if there is no response to first day calling Attendance rewards/cups/certificates/prizes Attendance on the RAP/SDP Routine appointments to be taken after 3pm Reinforce unauthorised holiday absence in line with T & Wrekin policy Meetings held between EWO and attendance panel Pupils with 100% attendance to have a special celebration with the attendance panel in consultation with the school council | <p>Sept 2016 - July 2017</p> | <p>Attendance panel to monitor attendance fortnightly</p> | <p>LR office admin</p> <p>Weekly class data overview to be given to HT</p> <p>Fortnightly EWO meetings</p> <p>Termly SIP meeting</p> | <p>Termly report to Governors</p> | <p>What Is the attendance of the PP pupils compared to others in school, local, national?</p> <p>How many persistently absent pupils are there?</p> <p>What strategies/</p> |

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| | Attendance information on the school website and in newsletters | | | | | Interventions do the school use to improve attendance? |
| To ensure that PP pupils have access to ICT at home and school | <ul style="list-style-type: none"> Purchase suitable software to enable pupils to develop their IT skills. | Sept 2016 - July 2017 | ICT co-or to monitor. | | | Are the PP accessing the tool suite at home? |